DOCUMENT RESUME

ED 414 119 RC 021 258

AUTHOR	Bonilla, Carlos A., Ed.; Goss, Joyce, Ed.
TITLE	Teaching to Ethnicity, Gender, and Race: The Quest for Equality.
ISBN	ISBN-1-879774-12-7
PUB DATE	1997-00-00
NOTE	83p.; Photographs and figures may not reproduce adequately.
AVAILABLE FROM	ICA Publishing, Inc., 1020 N. Commerce, Stockton, CA 95202 ($19.95 plus $4 postage and handling).
PUB TYPE	Books (010) -- Collected Works - General (020)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Aspiration; Bilingual Education; Cultural Awareness; *Cultural Pluralism; Elementary Secondary Education; *Ethnic Bias; Mass Media Effects; *Multicultural Education; *Racial Bias; Role Models; Rural Education; *Sex Bias; *Student Attitudes; Teacher Attitudes; Teacher Behavior
IDENTIFIERS	California; Mixed Race Persons

ABSTRACT

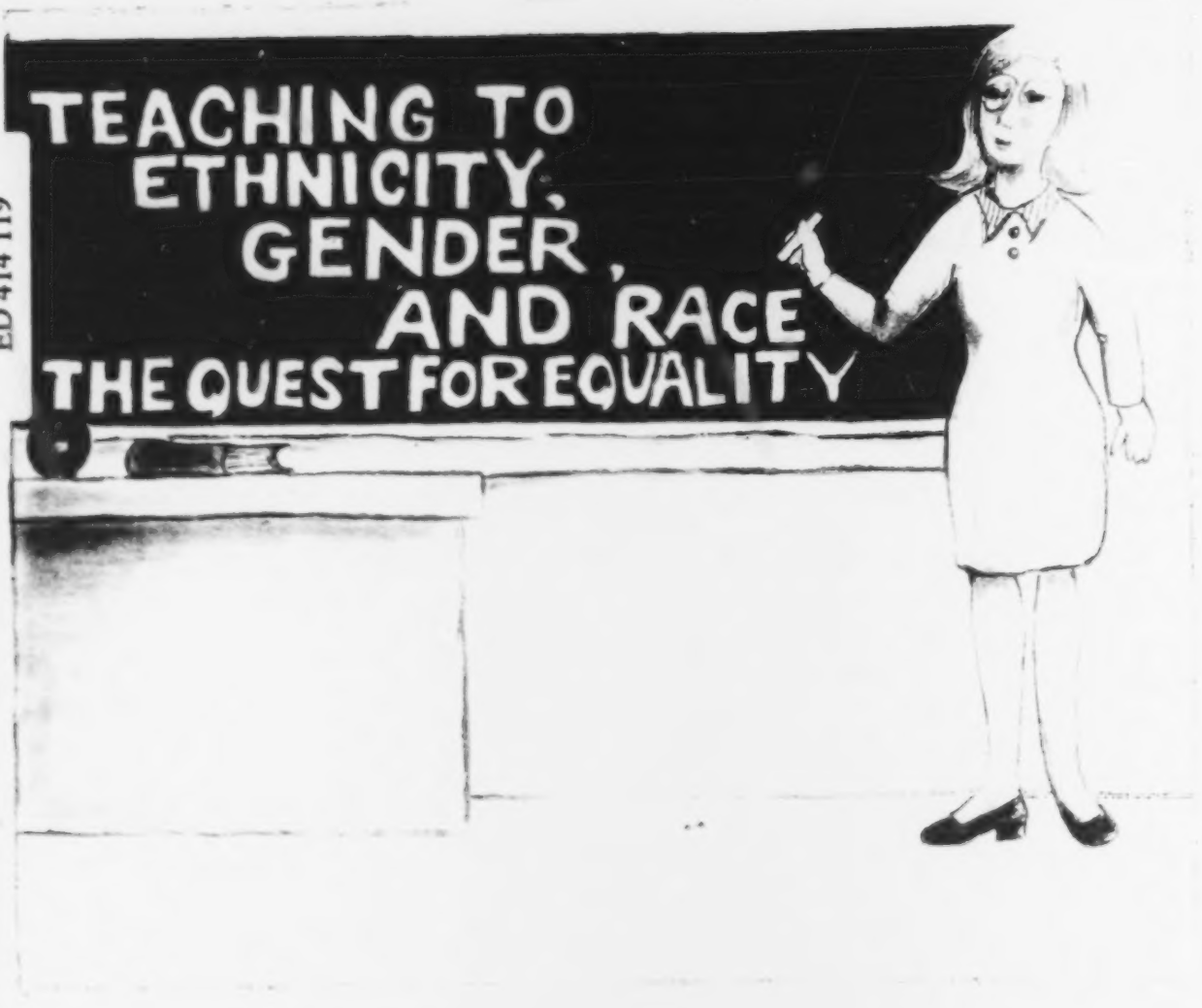
This book contains seven chapters, written by graduate students in teacher education, on educational strategies to promote multiculturalism and combat racial, ethnic, and gender bias in the classroom. Chapters are: (1) "Diversity and Multiculturalism: Quo Vadis? What Is Multiculturalism?" (Deborah Bradford Basey, Michelle Danner, Stacy Graham, Rebecca Jackson); (2) "Rural Class of 2000: Are We Preparing Our Students for the Multicultural World Next Door? A Survey of Calaveras Unified and Mark Twain Unified High Schools, Calaveras County, California" (Joan Goldie, Shari Pargett, Dustyn, Jim Kern, Sandra Cobbs); (3) "Gender Bias in the Classroom: Do Teachers Treat Boys and Girls the Same?" (Alexandra Garschagen, Cam Graves, Marla Heed, Ken Ishida, Greg Kalthof); (4) "Gender-Stereotypes: Who's To Blame?" (Todd Schilling, Emily Wong, Inez Rowles, Tina Kendall); (5) "Forever Homecoming Queen: Fashion Model or Role Model?" (Wendy Agari, Therese Arnaudo-Tychus, Beate Samahon, Nancy Snyder, Julie Spindler); (6) "The Issue of Color: Must It Be Black or White?" (Nancy Sherwood, Melissa Johnsen, David Bond, Karin Compise, Alex Nelson); and (7) "The Human Race: Bi-Racialism in America" (Rosalie Urtasun, Alfonzo Aguilar, Diane Montoya, Dawn Smith, Jolene Stevano). Individual chapters contain references. (SV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

RC

ED 414 119

TEACHING TO ETHNICITY, GENDER, AND RACE
THE QUEST FOR EQUALITY



Carlos A. Bonilla, Ph.D and Joyce Goss, B.A. Editors

Contributors: Graduate Students in Teacher Education Program

*An ICA, Inc Publication in Multicultural Education

©1997

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Carlos A. Bonilla

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE

RC021258

Teaching To Ethnicity, Gender And Race

The Quest For Equality

A multi-authored publication project prepared by graduate students in education.

Editors:

Carlos A. Bonilla
Joyce L. Goss

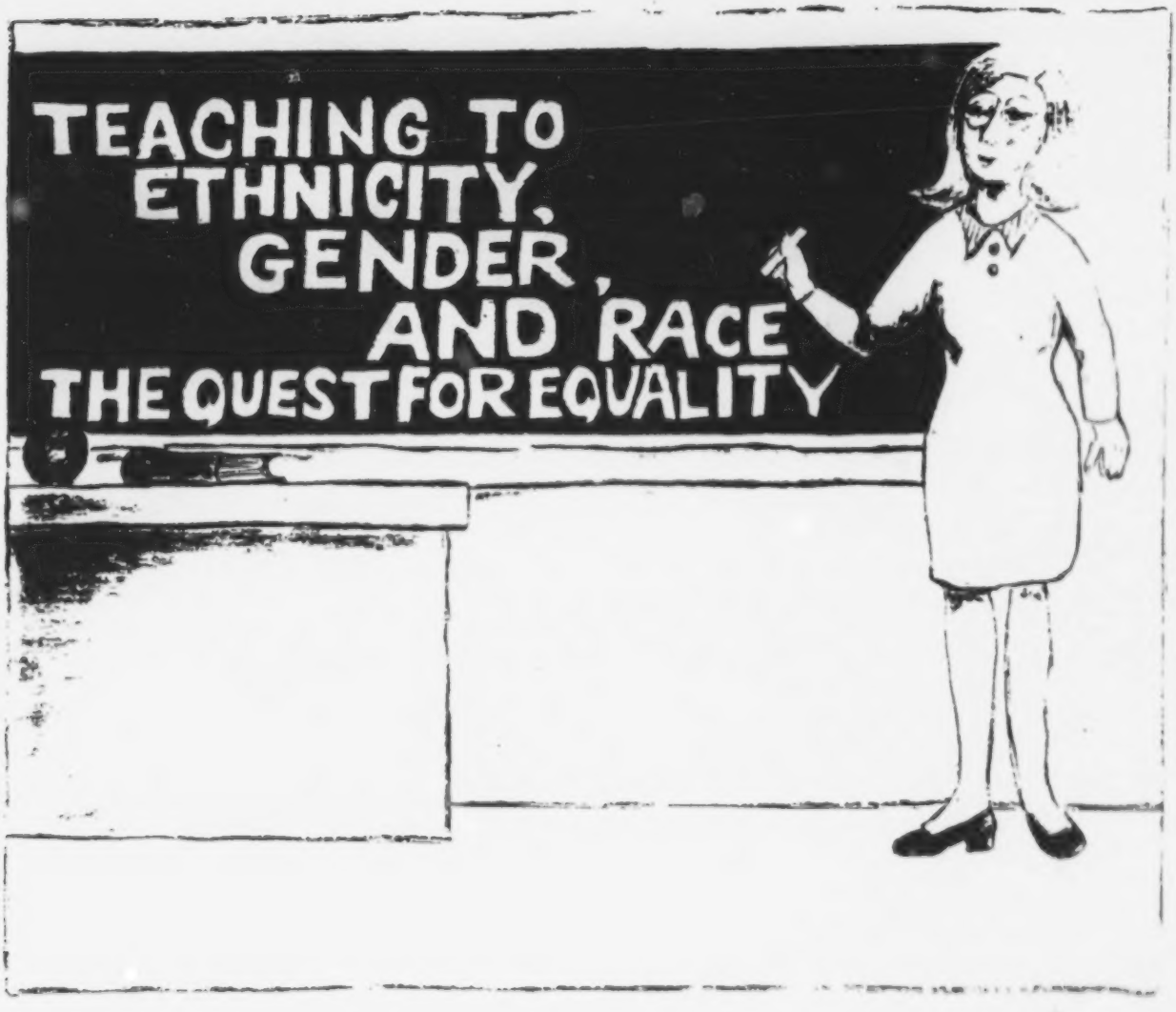
Cover Design:

Front: Deborah Bradford Basey
Back: Dustyn

©1997

All Rights Reserved.

*"Barbie" is a trademark held by Mattel Inc.



©1997

ORDER FORM

Name _____

Address _____

City _____ State _____ Zip _____

All Orders Must Be Prepaid **No Refunds** **Please Print Above Information**

Make check payable to:
Carlos A.Bonilla
1020 N. Commerce
Stockton. CA. 95202

Please send me _____ copies at $23.95 each. postage/handling included.

TOTAL ENCLOSED $_____

BEST COPY AVAILABLE

Teaching To Ethnicity, Gender and Race
The Quest For Equality

Copyright ©1997 by ICA Publishing (ICA Inc.)
All rights reserved. No part of this book may be used or reproduced in any form or by any means, or stored in a database or retrieval system, without written permission of the publisher except in the case of brief quotations embodied in critical articles and reviews. Making copies of any part of this book for any purpose other than your own personal use is in violation of United States copyright laws.

For information write:

ICA Inc
1020 N. Commerce
Stockton, Ca. 95202

Printed in the U.S.A

Library of Congress Catalog Card number: 97-74911
ISBN: 1-879774-12-7

Contents

Acknowledgment

About The Authors iv
On the Making of Beautiful Music

Chapter One 1
Diversity and Multiculturalism
Quo Vadis?

Chapter Two 9
Rural Class of 2000
Are we Preparing our Students for the Multicultural World Next Door?

Chapter Three 22
Gender Bias in the Classroom
Do Teachers Treat Boys and Girls the Same?

Chapter Four 31
Gender-Stereotypes
Who's to Blame?

Chapter Five 45
Forever Homecoming Queen
Fashion Model or Role Model?

Chapter Six 59
The Issue of Color
Must it be Black or White?

Chapter Seven 67
The Human Race
Bi-Racialism in America

On the Making of Beautiful Works,

COOPERATIVELY

"For years I conducted my fellow brothers in Gregorian chant. The chant may sound simple, but it required daily evening rehearsals. We didn't have an expert choir chosen by audition, we had a choir of men who happened to live in a particular monastery. A few were down right tone-deaf. Some were basses whose pitch hovered above and below the appointed note. Others were tenors whose voices tended to crack and gargle at a certain high range. Each had a different idea about how long it should take to reach the end of the piece.

But we sang beautiful chant, and therein is a lesson about making something extraordinary out of less than ordinary talents."

From "Meditations" by Thomas Moore

Harper Collins Publishers, 1994

Acknowledgment

The authors gratefully acknowledge National University for making the publication of this work possible.

The Diverse Classroom
August 1997
Stockton, California

Diversity and Multiculturalism
Quo Vadis?

Deborah Bradford Basey, Michelle Danner,
Stacy Graham, Rebecca Jackson

BEST COPY AVAILABLE

Multiculturalism and Diversity: What does it mean and where did it come from ?

Simply stated, multiculturalism and diversity mean that there are differences in people. This is nothing new to California, where schools have always been diverse in the number of languages and cultures present in the classroom. However, during the last two decades the state has experienced the largest immigration in its history. In 1990, there were 137 different languages and cultures recognized in California's public schools.

Beginning in the 1960's more attention was focused onto this topic culminating in the passing of legislation at both the Federal and State levels. We now have numerous mandated programs effecting education and teachers directly including Bilingual Education and the recent Cross Cultural Language Academic and Development (CLAD) certification procedure required for teachers.

What is the goal of teaching to diversity and multiculturalism?

The goal of teaching to diversity and multiculturalism changes from legislator to legislator, administrator to administrator, teacher to teacher, and parent to parent. The

apparent idealistic goal is to end America's cultural illiteracy by including in the curriculum the life-styles and beliefs of people outside of "main stream" American education.

What are some Arguments in the multicultural debate?

There are many thoughts concerning the multicultural curriculum. These include:

*bilingual education reverses the practice of forced assimilation;

*Spanish speaking students will not drop out of school when instruction occurs in their native tongue;

*total immersion programs are too stressful;

*students must see themselves in the curriculum or they feel devalued;

*we are not teaching reality if we only teach Western Culture.

*thousands of students are locked into bilingual programs for years with poor results;

*it is not cost effective. Taxpayers pay billions with little to show;

*racial tension is actually increased by focusing on differences;

*many second language instructors have poor English speaking abilities and this makes the program counterproductive;

*students are not taught English until they are proficient in their native language prolonging the acquisition of the goal: learning English.

Our educational institutions have deemed it nesessary to bring "multicultural diversity" to the attention of future teachers in hope of creating more effective problem solvers and sensitive educators.

What do School Educators Say?

We surveyed active educators to find what changes they have seen due to multicultural requirements both positive and negative. The following are excerpts of the responses:

-"Our educational institutions have deemed it necessary to bring "multicultural diversity" to the attention of future teachers, in hope of creating more effective problem solvers and sensitive educators."

6th grade teacher.

-"More teachers are aware of the bilingual needs. Another change is our lesson plan book! We have to include in our plans a strategy plan. We have to use codes i.e., v-visuals, m-manipulatives, etc. It's a real Pain!" 7th grade teacher.

knowledgeable or really change your lessons. It only frustrates you."

7th/8th grade teacher.

-"I'm crazy, exhausted, overworked, and have no money or aspirin left!"

3rd grade teacher.

-"Multiculturalism, what's that?"

10th grade teacher.

Sometimes I think we are recreating the tower of Babel

-"It has helped students understand and appreciate other cultures and their own. Society will be respectful of all races. One negative aspect is the lack of information on cultures, making it difficult for teachers."

4/5/6th grade Special Ed. Teacher.

-"We have developed multicultural units. Students are becoming aware of differences within cultures."

1st grade teacher.

-"With over 100 cultures and languages being spoken, and the emphasis being placed on remaining separate and unique, sometimes I think we are recreating the Tower of Babel."

7th grade teacher.

5

-"In learning about other cultures you learn about your own. A major benefit is that there is less discipline if you understand and accept other cultures. Some negative aspects are that some cultures are left out. There are no materials available for certain cultures. Cultures with the largest populations get the funding for their culture."

Secondary Assistant Principal.

-"In some cases, cultural differences are over-stressed and, instead of fostering tolerance, have encouraged division. Teachers have to remember to teach kids about the things they share in common while they look at their differences."

7th grade teacher.

-"I would say that it has added more variety to their school program. The arts are used more and they love that (projects, slides, dances)."

3rd grade teacher.

-"One negative change that has occurred is the requirements on teachers. They have to go through expensive and extensive training and pass a three part test to become CLAD. There is a lot of pressure put on the teachers. The training doesn't make you feel more

Where Do We Go From Here?

Studies are split on the effects of multicultural and diversity educational methods. Some show that multicultural and bilingual education has definite benefits, while other studies show negligible or negative impact. It is clear that studies will continue and special interest lobby groups on both sides will apply pressure on State and Federal governments.

In California, Affirmative Action has been eliminated. In Orange County the bilingual program was discontinued. Federal funding of bilingual education is in jeopardy. Will this trend continue? Will multicultural education lose its political correctness? It is difficult to forecast. What is obvious is that California should do what is best for all of its students and residents. However, a definitive answer to our question has yet to be agreed upon- What is the best method for teaching in California's Public Schools?

WHERE DO WE GO FROM HERE?

BEST COPY AVAILABLE

RURAL CLASS OF 2000

Are We Preparing Our Students for the Multicultural World Next Door?

A Survey of Calaveras Unified & Mark Twain Unified High Schools
Calaveras County, California

Joan Goldie, Shari Pargett, Dustyn, Jim Kern, Sandra Cobbs

"...cultural pluralism is a reality and... relucant, grudging, or tacit recognition by one culture of another must be replaced by genuine appreciation and proactive corrective action..."

California is a mosaic. Although many urban areas are multi-color, large chunks in this colorful state are nothing but white. Diversity abounds in much of California, but in rural areas there is none to speak of. In an isolated, rural community we are required to teach about the diversity of our state and our world. The problem in teaching it is that when we hold up a mirror to our classes and our community, we don't see a mosaic, but the reflected glare of white faces. We wanted to know our young peoples' attitudes towards students of different races and ethnicity in our rural area and what can be done to successfully prepare them to leave our ranches, villages, and towns to become part of the global village.

We gave a questionnaire to 167 students in Calaveras County, California with a population of 40,000 people. There are two high schools: Calaveras High School and Bret Harte High School. Both have heterogeneous populations, less than 10% composed of ethnic minorities. Bret Harte does have students of a higher socioeconomic group than Calaveras High School. In the survey *(see appendix)*, we targeted three different groups of students in World History classes. Specifically, this age group will be the graduating class of the year 2000. We asked questions of a standard World History, an Honors history class, and a Cluster class[1]. We divided this group into three categories: students born

[1] A cluster class is unique in that it is cross-curricular (meaning the students have classes that combine two or more subjects in order to make connections between subjects).

in Calaveras County; those that moved here prior to 1993; and those that moved here after 1993. The reason for this breakdown was to see if attitudes toward multicultural education were positive or negative, why they and their families had moved here, what are their concernes and how they perceive the world outside this community. We also wanted to see if the long time residents had different attitudes from those who moved here recently and to find out about their concerns and perceptions of the world outside their community.

BY BUNNY HOEST AND JOHN REINER

Laugh Parade

"Of the nearly 1000 teenagers polled, 48% said, 'Totally,' 35% said, 'Whatever,' while only 17% said, 'Well, duh!'"

Many people see rural communities as insular, unsophisticated, lacking in amenities, disadvantaged, and possibly racist when interacting with people of ethnic minorities. Results of the survey yielded surprising answers: the majority of students in all categories felt they went to a school in a safe, comfortable atmosphere and only one out of five students felt unsafe at school. We asked the students why their families had moved to this area.

Most of the students had a positive statement to make about the move and many mentioned wanting "the quiet of the country." Security of the rural area was the second most common reason, and job availability third.

We asked what the students' major concerns were. Even with the students that mentioned security, the majority were more concerned with their grades than any other aspect of their life. The next largest concern in all groups was drugs, followed by (in descending order):

- peer pressure
- world discord
- alcohol
- racial conflict
- gangs

These topics were queried in short essay questions to stimulate their thoughts on the status of the larger world.

When asked for a box of 'multicultural crayons' in our school office, the clerk in charge of supplies stated, "Why don't you take all of them? Nobody here uses them!"

When asked: "How do you think your education would be different in a city school?" many students commented, "I would have a lesser (sic) education because of all the drugs, gangs, and other distractions." The honor students commented repeatedly on how they would be placed in a larger classes and receive less personal attention from their teachers. One student replied, "People are in too much of a hurry and are way too stressed out. I'd also have to wear a bulletproof vest."

"I think that we may have to learn less because the teachers would give up on us because of the problems," was one student's

comment. "There would be more gangs, alcohol, drugs and different ethnics of people (sic)," another student stated. This attitude was reflected across the board in regular, cluster and honors classes.

When asked, "If where someone lives would affect their future goals," the majority of students felt there would be 'peer pressure' to do negative things such as drugs, alcohol and joining gangs. Students that had moved into this area since 1993 expressed specific concerns regarding personal safety and problems with gangs in other areas. "I think there would be a lot of gangs, but I grew up in the city so I'm used to it," one student answered.

"Most students felt they had received little information or education on our multi-cultural society."

Some of the newcomers rejected life in the country, "I'm a city thug so I don't belong in no damn hick county." The cluster class group was most concerned with violence affecting their ability to learn in their former schools and expressed relief at having "the burden off their shoulders." It is interesting to note that the majority of those in the cluster classes have moved to Calaveras County within the last four years.

Most students felt they had received little information or education on our multicultural society. The students mentioned learning some information in World History and some in language classes, particularly Spanish. Many of the students said they didn't understand what multiculturalism was and really had no interest in exploring it. They felt equally positive that all people are capable of learning. The honor students particularly emphasized that while

everyone is capable of learning, people reach their fullest potential when they have a positive attitude regardless of race or ethnicity.

"It doesn't matter because I won't be moving there," echoes the sentiments of the majority of respondents when asked what they would like to know if they moved to a culturally diverse community. One student said, "What's it matter? We should all be American." "I would want to know why they are diverse and they would have to cope, not me," was one student's response.

"...everyone is capable of learning, people reach their fullest potential when they have a positive attitude regardless of race or ethnicity."

- Calaveras County High School student

The question, "Do you think there is too much or too little information on how cultures are different?" received mixed responses- ranging from "Don't know" to "Too little, except it's not always great to concentrate on details. In 20 years it will be irrelevant (sic)."

What comes out of this is twofold. The students that live in our rural area appear to have a positive outlook on other cultures. However, they do prefer to keep "other cultures" at bay.

This brings up a question the class of 2000 must answer for themselves: "am I ready for the multicultural world thirty miles away in Stockton, California?" Looking at the statistics, Stockton, has a 51% minority student population while the schools in Calaveras County have (at most) a 10% minority population. The cluster classes at Calaveras High School have had 58% of their students move here from urban areas since 1993. That means that if they moved here from Stockton , given the percentages of minority students in Stockton and the numbers moving to

Calaveras County, there will be a more ethnically diverse population of students in Calaveras County in the future. How will our students react to cultures that are not familiar to them? Will the answer, "I don't know and I don't care" be sufficient in making a smooth transition? As one student put it, "I think all cultures are capable of learning and that it depends on the individual person, not the culture to (sic) how motivated they are for learning."

"Sure there are differences in philosophies on how to approach education; however, I truly believe we all have the same desired outcome — well educated students who will be productive in our society."

- Senator Dick Monteith
Modesto Bee (8/19/97)

Looking for authentic solutions that encourage students to make a real connection to the world outside their county is difficult. Exchange programs for our students and students from the Stockton/Lodi area were rejected as superficial. Increasing classes in multicultural awareness seems inappropriate considering the nature of the student responses to the current state of multicultural information. One idea that may work is to focus on an area of mutual concern. We propose that students from both communities work together on a project that is mututally important. Decent housing for all came to mind. If student groups from both areas committed themselves to working on joint projects for constructing and rehabilitating housing for the working poor, we feel the *differences* between the students' thoughts on ethnicity would be diminished and their *ability to work cooperatively* on a project would be enhanced. Other suitable projects might be regional art projects (murals, sculptures) or community health programs (AIDS awareness, tobacco prevention). Long term joint efforts that ensure enough services for the "whole village" will do

more than any one-shot visit to another school's campus in preparing our youth for the multicultural workforce they most certainly will face.

> *"Multiculture art education provides students with positive ways to deal with art and life under any circumstances."*
>
> *- F. Graeme Chalmers*

Learning what the future holds for Calaveras County would require a crystal ball. Looking at past experiences from other areas of the state, we would do well to experience the variety and richness of our culture.

Calaveras County's mosaic is changing. We will experience much growth and much movement before and beyond the year 2000. Let's prepare our students in practical and human ways to enhance their learning of the communication skills necessary for the next century.

References

Chalmers, F., Celebrating Pluralism. (J. Paul Getty Education Institute for the Arts, 1996).

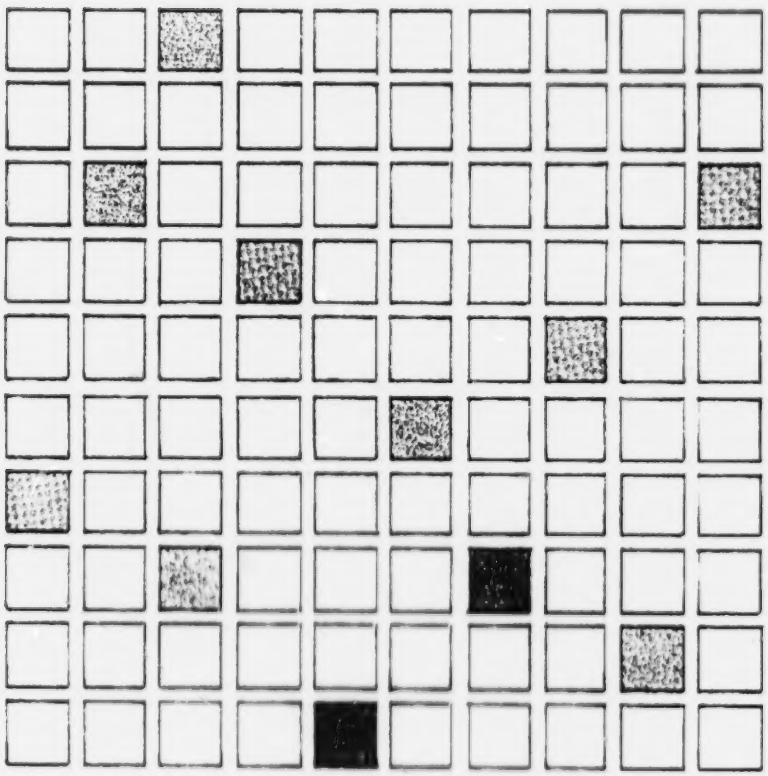
Rural Migration News Archive, (January, 1995, v. 1, 1995) [Online].www:ruralatprimal.ucdavis.edu. UCDavis, published quarterly.

Survey—an anonymous questionnaire given to 167 tenth (10^{th}) grade students at Calaveras High School and Bret Harte High School, in Calaveras County, California, August, 1997.

Rural Class of 2000

Ethnic Diversity

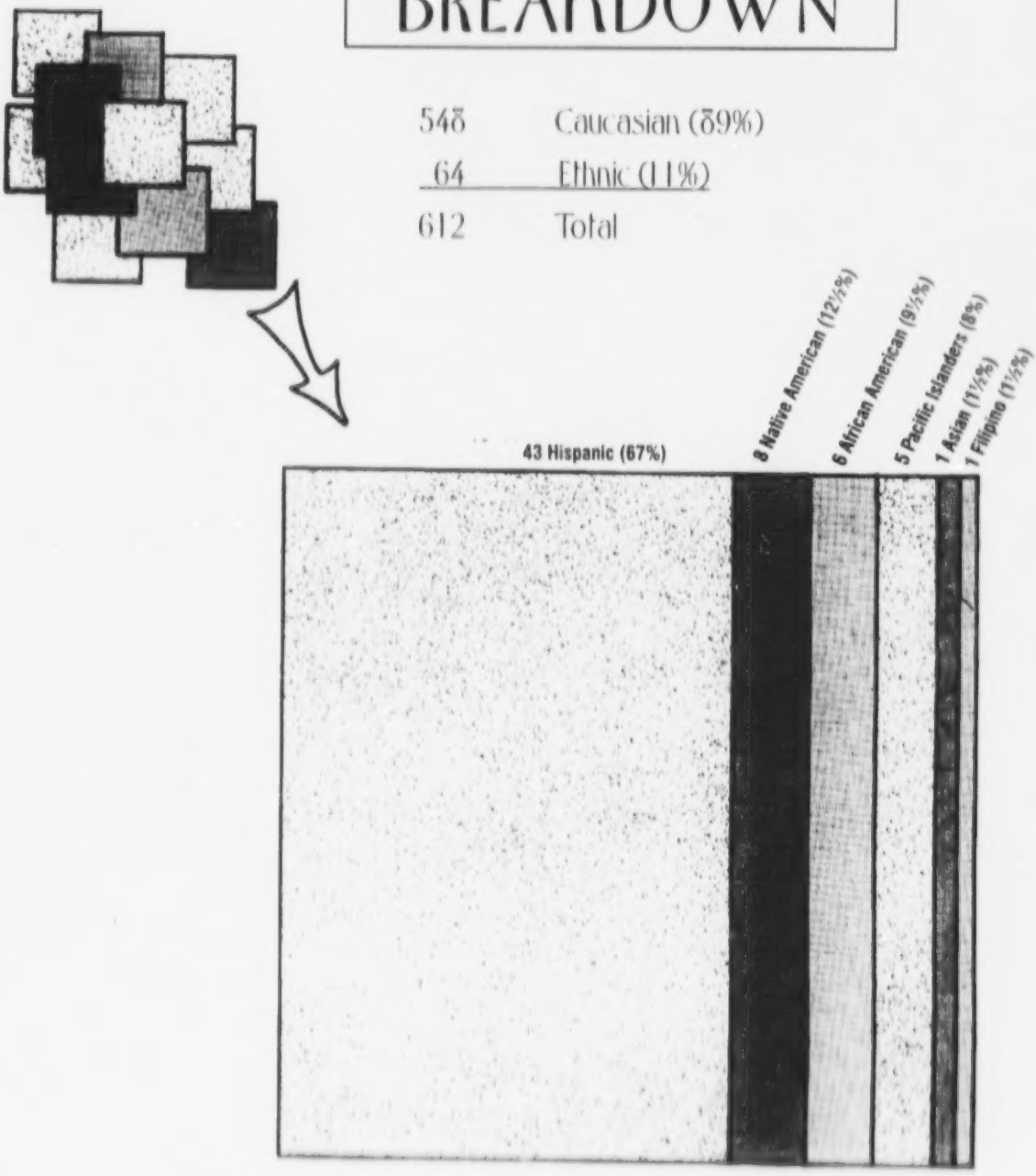
548	Caucasian (89%)
64	Ethnic (11%)
612	Total



Rural Class of 2000

BREAKDOWN

548	Caucasian (89%)
64	Ethnic (11%)
612	Total

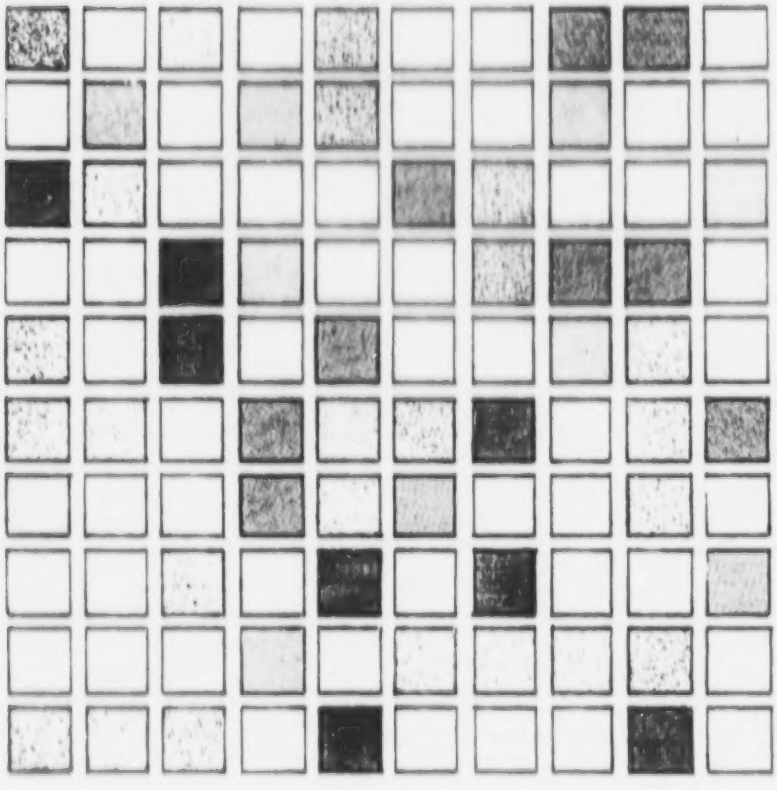


BEST COPY AVAILABLE

San Joaquin County

Ethnic Diversity

3,967	Caucasian (49%)
4,124	Ethnic (51%)
8,086*	Total 10th Grade Population

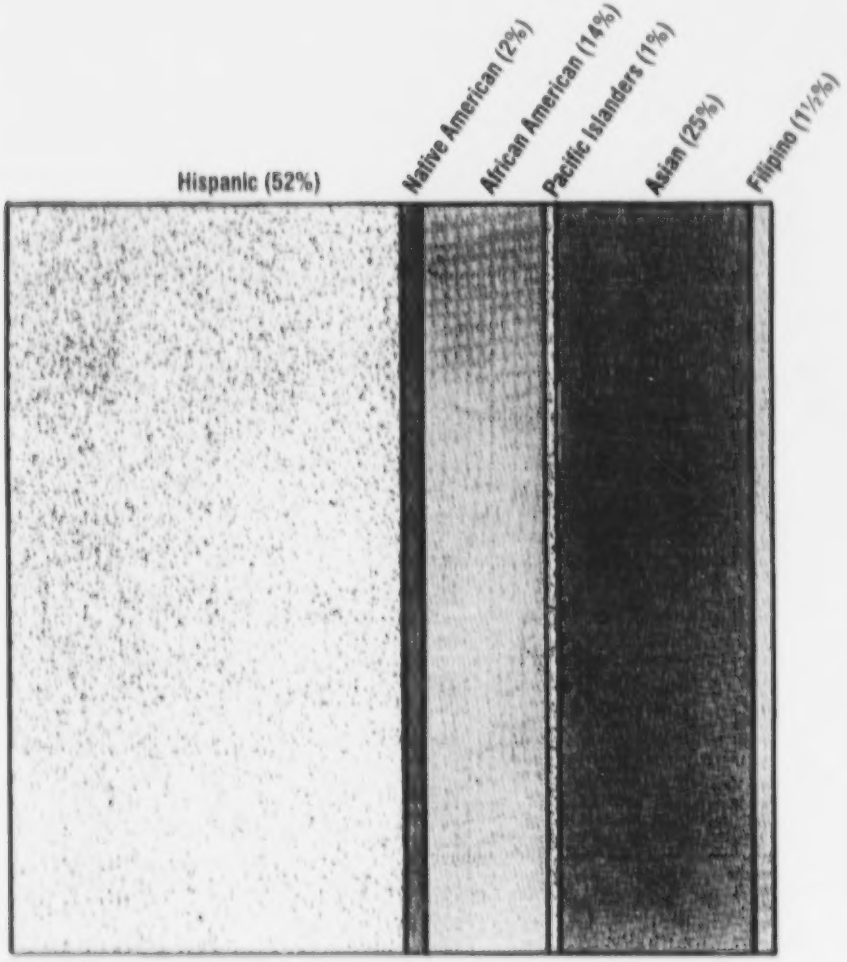


* These figures are extrapolated from the San Joaquin County Public School System Active Enrollment (CBEDS) figures.

San Joaquin County

BREAKDOWN

3,967	Caucasian (49%)
4,124	Ethnic (51%)
8,086*	Total 10th Grade Population



Gender Bias in the Classroom

Do Teachers Treat Boys and Girls the Same?

Alexandra Garschagen, Cam Graves, Marla Heed, Ken Ishida, Greg Kalthof

BEST COPY AVAILABLE

QUIZ

1. Do you expect boys to be loud and uncontrollable, and girls to be quiet and well behaved?

2. Do you think girls have to try harder than boys to achieve?

3. Do you discourage boys from crying or showing their emotions?

4. Do you use sexist language like policeman or mailman and refer to all nurses or flight attendants as "she"?

5. Do you assign duties based on gender stereotypes - like having boys move tables and girls water plants?

6. Do you allow boys to monopolize the computers or playground equipment?

7. Do pictures of men outnumber pictures of women on your classroom bulletin boards and visual materials?

8. Do you usually use books written by men? Do most of them feature men or show women only in traditional roles?

- Marylou Webster Ambrose

If you answered yes to any of these questions, you might be gender biased.

Boys and girls have very different educational experiences. Most teachers, male or female, are unknowingly biased because it is exhibited so subtly that most don't recognize it. Gender bias has been called the hidden bias. Gender equality education involves the inclusion of experiences, perceptions, and perspectives, of girls and boys in all aspects of education.

More than twenty years of research on teachers' interactions with children show they treat boys and girls differently and this differential treatment affects them. (Sadker and Sadker)

"Girls seem to work more independently and may not need as much attention to be motivated as some of the boys"
- 4th Grade Teacher

Students in grades 4-10 have unintentional bias shown against girls by teachers, books and boy classmates. This starts as early as preschool and continues through high school.(American Association of University Women) During the teenage years are when the effects of long-term gender bias becomes most apparent, giving way to low academic performance and self-esteem. Myra Sadker states several interesting points about gender bias in the classroom:

1. Boys call out answers eight times more often than girls.
2. When boys call out, teachers listen, but when girls call

out, teachers remind them to raise their hand.

3. Teachers talk to boys more, ask them more questions, and wait longer for them to answer and give them more praise.

4. Teachers give boys detailed instruction during class projects, encouraging active learning, but they often finish work for girls.

5. Teachers praise boys more for the intellectual content and quality of their work and praise girls more for neatness and form.

6. Teachers often discourage girls from taking advanced courses in science and math.

There are many reasons why teachers, administrators and parents don't know how wide-spread gender bias is in early education. Consider:

- We treat people differently according to gender. It is a common practice, widely accepted, and goes unnoticed.
- Exposure to bias starts long before early schooling and children have already learned to behave stereotypically.
- Teachers and parents do not always recognize the gender bias exhibited in their own behavior so they do not try to change it.

ACKNOWLEDGING THE DIFFERENCES

Psychological studies have consistently shown the differences in the development of males and females. These differences in fact, have received little or no challenge and remain fundamental as building blocks for our widely expected psychological development theories. Even as we acknowledge these differences, the research does not support profound differences in gender ability so as to limit males and females from pursuing any field of study. There are many factors involved with school and career decisions including family, peer, and media pressures and deciding if each student is being limited by societal gender pressures presents a dilemma for educators. For example, if a female student shows an aptitude for math and science, and expresses a desire for a traditionally female nursing career, are we, as educators, to assume she would really rather be a doctor were it not for conforming pressures? Solutions to gender bias based on the student's perspective, would be speculative. It would bed difficult to address each student's individual experience. Our first concern must arise from the teacher's perspective. We need to critique teachers' behavior so that their actions will not add to gender bias in the classroom.

ADMINISTRATOR PERSPECTIVE

While modifying teacher behavior is critical for gender equality, we clearly need to provide a foundation for a gender bias-free classroom environment. Marylou Scholtz, a trainer for the American Association of University Women, states her biggest problem is proving that there is a problem in gender equality. Many teachers do not believe they treat girls and boys differently. Some even get hostile and defensive, while others are more accepting of their biases and try to attend workshops and observe other classrooms.

Changing habits of which you are unaware is difficult. Teachers can make gender awareness a part of their day until it becomes second nature. Monitor your language for any bias such as calling on boys more than girls. Teachers cannot do the job alone of bringing gender equality to the classroom. They need a wide-ranging plan that includes raising awareness in teachers, parents and administrators, and a development of a gender equality resource center for reference. Also, the school could write a policy on gender equality into its mission statement.

"Boys seem to want to show what they know more and consequently they raise their hand more frequently."
- Special Ed Teacher

Creating a bias free classroom can be fun and creative. Why not start today?

TEACHER'S OPINION: Whom do you call on more?

Among the issue of gender bias in the classroom, the question arises of' "when the teacher asks a question to the class, who gets called on more frequently, boys or girls? In talking to teachers about this problem, most felt there is indeed gender bias in the classroom. But almost all of those teachers felt the bias was elsewhere, not in *their classrooms*! Only a few said they gave more attention to boys than to girls. The most common excuse given by them was that it was necessary to do so because the boys require more attention to keep them interested in the subject matter.

Those teachers who call on boys more than girls said:

- "Boys seem to raise their hands higher"
- "If I have to initiate someone to answer a question, I am more likely to volunteer a boy in order to get them (the class) interested."
- "Boys are more aggressive so I probably do call on boys more since they seem to want more attention"
- "I call on boys more since I usually size up the class based on my first impression of the boys in it. They

will typically dictate the mood of the class.

- " I call on more boys in order to draw them into the class topic"

DO'S AND DON'TS TO PREVENT GENDER BIAS

1. DO Give boys and girls equal time and attention.
2. DO make the same rules apply to both girls and boys.
3. DO use non biased language, titles and labels.
4. DO plan activities to specifically address the issue of gender.
5. DO provide children with bias free role models.

* * *

1. DON'T segregate classroom duties, competition, or organization.
2. DON'T praise girls only for their appearance.
3. DON'T promote learned helplessness in girls.
4. DON'T use the pronoun "he" when referring to inanimate objects or unspecified persons.
5. DON'T ignore children when they make gender biased remarks.

REFERENCES

Sadker, M and Sadker, D. (1994) Failing at fairness, How America's Schools shortchange girls. New York: Charles Scribner's Sons.

Wellhouser, Karyn, " Do's and Don'ts for Eliminating Hidden Bias" Childhood Education Fall 1996

Ambrose, Marylou Webster, " Do you cheat the Girls" Learning September/October 1996

Ministry of Education, Report of the Gender Equity Advisory Committee 1994

Gender-Stereotypes. Who's to Blame?

By far the most prevalent crippling disease for both boys and girls is sex stereotyping.
- Dr. Benjamin Spock

By:

Todd Schilling, Emily Wong,

Inez Rowles, and Tina Kendall

I'm battling with my girls all the time. At seven and nine, their values are archaic. They believe that girls are dopey in math and boys should not play with dolls. Worse, one day I heard Joanne tell her younger sister that women shouldn't work! Those are the values I grew up with and it's taken me years to straighten myself out. Did I come this far just to watch my own children backslide two generations?

(Pickhardt, 1983)

From the moment a child is born, it will be showered by gender stereotypes. This information is pervasive in literature, toys, and on television and is communicated by the gender-typed expectations of parents, and other children. As early as 2 or 3 years of age, children already know a great deal about the cultural stereotypes of gender, and this recognition influences their understanding of gender throughout their lives (Golombok & Fivush, 1994).

Parents' Stereotypes

When a baby is born, the first question is: is it a girl or boy? Female babies are clothed in pink, decorative clothes. Male babies are dressed in blue, practical clothes. Infants are born into a highly

gendered world. Furthermore, parents seem to have very different perceptions of what their sons and daughters will be like (Golombok & Fivush, 1994).

Socialization studies show that adults tend to treat children of "opposite" genders differently, and tend to allow children to treat each other differently, according to stereotypic norms (Crawford, 1996).

Here are the results of many socialization studies about the nurturing of children in the home:

- Before a child is even born, both mothers and fathers prefer to have a son for a first born or only child.
- Mothers are more likely to repeat or imitate vocalizations from a girl baby than from a boy baby.
- Parents tend to hold daughters and sons differently, with boys pointed outward, girls facing inward, toward their parents' bodies.
- When adults are asked to picture an intelligent child, 57% of women and 71% of men picture a boy.

(Taken from Beyond Dolls & Guns, 1996)

When parents and other adults "see" sex differences in infants, it might be because they expect to see these differences, and will interpret the very same behavior differently according to the gender of the child.

Children's gender stereotypes

"From an early age children are classified-and subsequently classify themselves- as 'girl' or 'boy' and from then on a whole set of sex-typed preferences, attitudes and behaviors can be readily observed" (Yee & Brown, 1994). Soon after, these children begin to associate certain behaviors and traits with a particular gender. Preschool children not only know what the cultural gender-stereotypes are; they believe very passionately that these stereotypes must be true (Golombok & Fivush, 1994). For example, a study by Urberg (1982) found that at the age of 5, children claimed that only females engage in feminine typed behavior. Furthermore, a "Baby X" study by Haugh, Hoffman, and Cowan in 1980, found that children labeled female infants as scared, slow, weak, quiet, dumb, and soft. It must be noted that ratings of the same infant changed as a function of the gender label, so children were not simply responding to differences in the infants (Golombok & Fivush, 1994).

So it seems that the extent of children's stereotypes are similar to adults. Gender becomes the basis of making judgments about what male and females look like, how they act, and what they prefer doing. Children and adults alike, simply do not understand the implication of gender stereotypes.

Gender and television

Statistics estimate that an average preschool child spends approximately 3 hours a day watching television, more time spent than for any other single activity, except sleeping (Greenfield, 1984). During all these hours they are learning about the different roles males and females play. According to Calvert and Hutson (1987), men and boys are shown as hardworking, active, and goal oriented individuals, whereas women and girls are depicted as housewives and future housewives. Men on television are characterized as "aggressive, dominant, autonomous, and active while female characters are passive and defiant."

In research of 300 television commercials, over 90% of the following occupations or activities were portrayed by females: caring for babies and infants, cleaning house, living in a nursing home, washing dishes and clothes, shopping, cooking, and serving food. However, males were 90% of the time : engaging in sports,

driving a vehicle, farming, working in an office (not secretary), being a soldier, and working in a service station (Hoyenga & Hoyenga, 1979). Males were equally likely to be the victim as to commit a violent crime, but females are more likely to be victimized than to commit violence (Signorelli, 1989). Therefore, the portrayal of females on prime-time television continues to be stereotyped as vulnerable, young, and sexy, and only interested in the family and home (Halpern, 1992).

Children's programs had similar findings (Calvert & Hutson, 1987; Greenfield, 1984). The majority of cartoon characters are male and many cartoon shows do not have any female characters at all. Advertisements aimed at children consisted of 80% male characters and on educational television only 15% of the lead characters are female. However, when females are present, they are portrayed as helpless and dependent on males (Halpern, 1992).

Perry and Bussey (1979) proved that children learned sex-typed behavior by observing differences in sex-typed activities in males and females. They concluded that "children are more likely to imitate behaviors of the same- sex models than they were to imitate behaviors of the opposite-sex models." According to Halpern (1992), some researchers have shown that children who watch numerous hours of television maintain a stronger sex role

stereotype than those who watch less television. Children are more influenced by television than adults, because they are not capable of evaluating television as an important source of information about our world. **Make a point of watching television programs and movies that are popular with your children so that you know what they are seeing.**

Gender and children's stories

It is important to prepare young children for school and learning to read and write by reading stories (Golombok, 1994). However, a research in the 1960's found that females were under represented in central roles, the titles, and illustrations of popular children's stories (Weitzman, Eifler, Hokada, and Ross, 1972). Although more recent books found that females are now better represented, male characters still outnumber female ones by 2 to 1 (Golombok, 1994). Few books had females as leading characters, but when sharing a leading role with males, the females were passive and dependent.

In research done by DeLoache, Cassidy, & Carpenter (1987), three bears of indeterminate gender were constructed in a picture book. The big bears represented adult bears and small bears represented child bears. Bears showed various emotions such as

hugging, disciplining each other and engaging in various kinds of activities. When the adults were asked to "read" the books to their children, mothers labeled 62% of the bears as male and 16% as female and the rest as no gender label. Only the bears which were standing in close proximity to another bear were labeled as a female (Golombok, 1994). According to their predictions, only males are likely to engage in aggressive activities and only females (if they are not in company of males) are adventurous and active.

Books, magazines, and newspapers can play a critical part in children's developing of ideas about gender. We need to let young girls know that females can be successful and independent without being in the shadow of a male.

Gender and toys

A consistent finding in the developmental literature is that children prefer toys that are traditionally stereotyped for their own sex more often than for the other. This occurs because children have access to explicit gender-related knowledge; an example is a boy who may have been told only to play with trucks and guns and never with dolls.

One consequence of children selecting own-sex-stereotyped toys is that it limits their experiences. Different types of toys

encourage different types of play and learning. So, it is important we understand more fully how children make decisions the types of toys they chose.

In most studies of toy preference, the influence of gender labels has been inferred from children's behavior. Labeling toys as for girls or for boys influenced children's behavior in a number of ways. First, children's exploration of toys often varies depending on how a toy is labeled. Children usually tend to explore same sex-labeled toys more than other-sex-labeled toys. Labels also influence children's performance on games (Martin, Eisenbud, & Rose, 1996). When a novel game is labeled as for their own sex, children perform better than when a game is labeled as for both sexes, and much better than when it is labeled as for the other sex. Another important point is that children better remember the names of objects labeled as for their own sex than names of objects labeled as being for the other sex. The literature on toys provides insights into why children might form different theories about gender groups.

Conclusion

It is apparent that gender stereotypes have remained stable over the last thirty to forty years. Although there have many changes in the roles males and females play, beliefs about gender-related traits and characteristics have not undergone much change (Golombok, 1994).

Perhaps the main message of this chapter is that children's books, toys, television viewing, friends and family all add to the development of sex-typed interests, activities, traits, abilities, behaviors, and social relationships. You may question whether this is good or bad. You may ask yourself: is it good for children to correspond to the stereotypes, as so many children do?

I personally feel that gender labeling is harmful. I think that our society will consist of extremely feminine girls and overly masculine boys if we continue to label children. Instead we should try to raise today's children as androgynous beings. In doing so they would have a combination of masculine and feminine characteristics (Santrock, 1996). Many researchers suggest children should acquire a gender role that combines traditional masculine and feminine traits. This is because androgynous children tend to be flexible and more healthy than those raised in

gender- labeled environments (Santrock, 1996).

There is no doubt that adults and children share a common, culturally defined view of what it means to be female and male. These gender stereotypes are pervasive in our culture and in our everyday social interactions. It is up to us to dictate how far to go with them and what to do about them. Remember that our influence affects the understanding of gender in children throughout their lives.

Teachers Beware!!!

- Teachers call on boys more often than girls..
- Teachers allow boys to call out answers eight times more often than they do girls.
- Teachers give boys more detailed feedback and criticism.
- Male students arre allowed to control the classroom conversation.
- Girls' learning problems are not identified as often as those of boys', and girls are less likely to receive special education services.
- Male students are often allowed to take over limited space at school.
- Teachers give boys more time to answer questions.

(Taken from: Crawford, 1996)

Bibliography

Crawford, Susan. Beyond Dolls & Guns: 101 ways to help children avoid gender bias. Heinemann: NH, 1996.

Calvert, S.L., & Hutson, A.C. (1987). Television & children's gender schemata. Children's gender schemata: New directions for child development (No.38, pp. 75-88) San Francisco: Jossey-Bass.

DeLoache, J., Cassidy, D.J., & Carpenter, J.C. (1987) The three bears are all male: Mother's gender labeling of neutral picture book characters. Sex roles, 17, 163-178.

Greenfield, P.M. Mind & Media: The effects of television, video games, and computers. Cambridge, Harvard University Press, 1984.

Golombok, S., & Robyn Fivush. Gender Development. Cambridge: UP, 1994.

Halpern, D.F. Sex differences in cognitive abilities. Hillsdale, NJ: Erlbaum, 1992.

Haugh, S.S., Hoffman, C.D., & Cowan, G. (1980). The eye of the very young beholder: Sex typing of infants by very young children. Child Development, 51, 598-600.

Hoyenga, K.B., & Hoyenga, K.T. The question of sex differences: Psychological, cultural, and biological issues. Boston: Little, Brown & Co, 1979.

Martin, Carol., Eisenbud, Lisa., & Hilary Rose. (1995). Children's gender-based reasoning about toys, child development. 1453-1471.

Perry, D.G. & Bussey, K. (1979). The social learning theory of sex differences: Imitation is alive and well. Journal of personality & Social psychology, 37, 1699-1712.

Pickhardt, Irene. (1983, December). Sexist piglets: Studies show that sex-stereotyping is part of childhood. Parents' Magazine, pp. 32-37.

Santrock, John., Life-Span Development. Brown & Benchmark: WI, 1996.

Signorelli, N. (1987) Television & conceptions about sex roles: Maintaining conventionality & the status quo. Sex roles, 27, 341-360.

Urberg, Katheryn A. (1979). Sex role conceptualizations in adolescents and adults. Developmental Psychology, 15, 90-92.

Weitzman, L.J., Eiffer, E.H., Hokada, E., & Ross, C. (1972) Sex-role socialization in picture books for preschool children. American Journal of Sociology, 77, 1125-1150.

Yee, M., & Rupert Brown. (1994). The development of gender differentation in young children. British Journal of Social Psychology, 33, 183-196.

FOREVER HOMECOMING QUEEN

Fashion Model or Role Model

Wendy Agari
Beate Samahon

Therese Arnaudo-Tychus
Nancy Snyder

Julie Spindler

BEST COPY AVAILABLE

"How are young girls supposed to look up to men when they are never going to be male?"

-Beate-

Sicut Erat In Princípio

Think back to when you were growing up.

What did you want to be?

Did you have Options? Guidance? Direction?

Did you see yourself in the history books, newspapers, or the television? Could you dream of hitting a home run in a packed ballpark; dashing ninety-eight yards for a touchdown; or swishing the winning basket from half court?

Could you? Would you?

Would you dream of exploring the Cosmos; discovering a cure for a fatal disease; or making millions in the stock market?

Think Back.....

If the answer is **yes** to any one of these inquires, then chances are you are a **male**, who grew up in the United States of America!

What does this say about growing up female? Does it mean that as a female there is not the chance to dream or be recognized?

If we do not see ourselves in the history books or newspapers; does this mean we do not exist!

The answer is **NO**!!!!!

There are plenty of role models for young girls to emulate. There always has been and there always will be! Do we really need a picture tacked to the wall to draw inspiration?

"Model a role and the children will follow."
-Therese

Let's explore these and other questions as we go on a mission to unearth the female role model. Do we need them? You decide. What answer would you give a young girl who came up to you and asked:

Where can I get my inspiration to succeed?

Media Power

How are women portrayed on television? Are they in the minority? What about mature women? According to the networks, this medium considers itself a defender of people's rights, including women. After researching these issues, we found that television views women as second class citizens which deprives children of female role models. Women are rarely placed in permanent anchor positions with major

news outlet. They are usually seen on weekends as a fill in for a male figure who is a permanent anchor. Women are almost always second in line. (Walsh, 1996)

The women who do appear on television are more often than not, young and attractive. Walter Cronkite and David Brinkely are older men who are revered on the big screen. What about the older women? There are approximately twice as many men as women seen as news makers. A few older women have survived such as Cokie Roberts who has aged well. And the television personality, Barbara Walters who has her own unique style. Per Walsh, "Overall, the powers in television want their men like their wine-aged-and their women like their fruit-fresh and sweet." (Walsh, 1996)

"Overall, the powers in television want their men like their wine-aged-and their women like their fruit- fresh and sweet."

On the entertainment side, women are not viewed as decision makers. Women are in one third of the roles in prime time, one forth in children's programs, and one fifth make the news. As they age, they usually play more negative, or evil parts compared to their younger counter parts. On game shows, women play young assistants like Vanna who turns the letters with a beautiful smile. Walsh states, "Like children, women are there to be seen and not heard." (Walsh, 1996)

Americans spend one third of their free time watching television. Therefore, the power of television viewing is stronger than any other form of entertainment or past time. According to the Pope, television is solely responsible for the media's ill-treatment of women. Pope John Paul notes:

> We often see not the exaltation but the exploitation of women in the media. How often are they treated not as persons with an inviolable dignity, but as objects whose purpose is to satisfy others' appetites for pleasure or for power? How often is the role of women as wife and mother undervalued or even ridiculed? How often is the role of women in business or professional life depicted as a masculine caricature, a denial of the specific gifts of feminine insight, compassion and understanding.

Newspaper Distortion

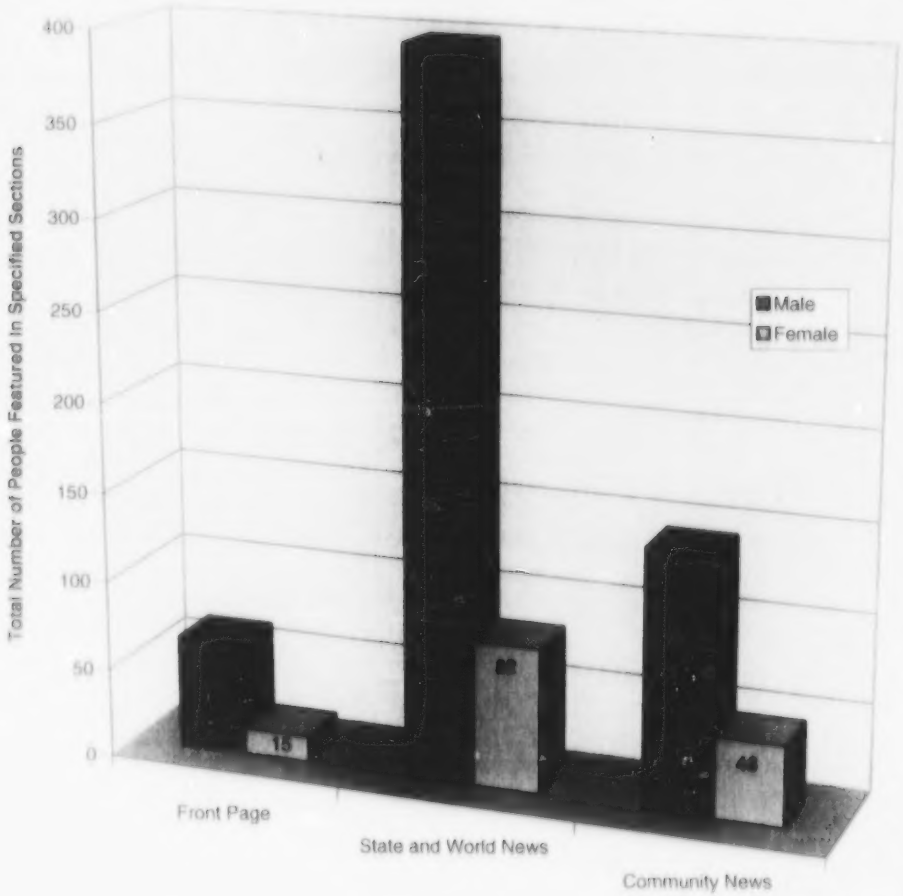
A twelve day sample tallying the frequency in which males and females were featured in newspaper articles was conducted August 7 through 18, 1997. The gender comparisons shown on the graph certainly speak for themselves: not only do males dominate females in the number of times they make the news, they also outnumber them in Front Page headline features. This sample quota, along with the other two headings in the graph (State/World News and Community News) represent more than a three-fold tilt in favor of males versus females in our newspaper publication sample.

What can be determined by this apparent imbalance of

Male vs. Female Exposure

The Record Stockton - San Joaquin - Mother Lode - Modesto

August 7 to 18, 1997



BEST COPY AVAILABLE

female under representation? Although our sample was conducted on only one city's newspaper for a rather short period, should we assume a certain margin of error, entrusting to other metropolitan cities that they may compose a more rounded gender representation on a regular basis? Or do we ponder and interpret the datum as a fair indication of who the "movers and shakers" are in our world today? On a more cynical note, does this only prove that the newspaper publishing business is driven purely by a profit motive, whereby, they are caught in a perpetual cycle of male content dominance in order to remain competitive in the current market? Whatever quandaries come to mind as to why female representation remains so underscored, the imperative question will be: what resounding effects and what direct influences will this bias impart upon upcoming young female generations in their quest for a strong role in society?

The king was in the counting house, counting out his money; The queen was in the parlour, eatin bread & honey...

from Sing a Song of Sixpence, Mother Goose Nursery Rhymes

A Child's View

With the serious lack of role models in books and everyday life, a recent survey was taken at an Elementary school in Antioch, California. Eighty-four (84) fifth grade students in Contra Costa County were polled. The questions dealt with role models: who are they and what is their gender? (Please refer to appendix)

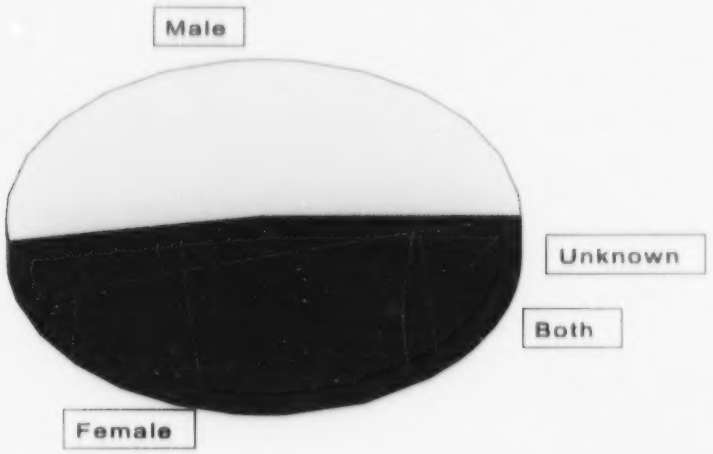
When asked the question of role models many of the students named their favorite athlete. In one classroom, only male athletes were mentioned. When asked to list some female role models the class looked blank. For a good minute they could not think of a soul. Then one girl's hand went up and shyly replied: my Mother. When asked why she chose her mother she replied, "Because I couldn't think of anyone else."

Students where asked to choose a female role model; results:

- 51% of female students saw their family member as a role model.
- 20% saw a musician as a female role model (Mariah Carey was the number one choice)
- 17%- An Athlete
- 11% saw a friend as a female role model
- 1%- A teacher

What is the gender of those individuals whom students consider "great persons"? (see graph).

Role Model Survey



Many felt that a "great person" is usually a male. Several students felt obligated to explain their answer. "There are more boy role models because girls just started to play basketball and there are more boys who play sports" (5th grade male) "It was a little hard to think of a woman role model because I do not know a lot of woman role models." (5th grade female).

"It was a little hard to think of a woman role model because I do not know a lot of women role models."

Are athletes the only role models for all children?

Even many of the girls felt this way about a great person Who are these young girls going to look up to if women don't get the recognition they deserve from the media? It is amazing

to see that even little girls see males as a "great person." How are young girls supposed to look up to men when they are never going to be male?

Role Model Reform

Yes, there is a real need for change! Look around you, it's already begun. Women are in management positions, in political office, own their own companies, are financially successful, and make valuable contributions to our economy. "...According to the U.S. Small Business Administration, women today are starting twice as many new companies as men."

Did you know that:

- March is National Women's Month?
- 40% of our elected officials are women?

How can we expect our young girls to have successful role models when we are still primarily publicizing the success of males?

If we, as educators and parents, want to change the way young people define role models, then we certainly need to pull together.

- **PARENTS** need to change the way they teach their children. Boys need to know that it's okay to cry and be affectionate. Girls need to learn that they too have options; there's more to life than cleaning the house and preparing meals.
- **BUSINESSES** need to put women and men on equal playing fields. They need to treat women fairly, and give them equal opportunities for advancement. Pay scales need to be adjusted as well!
- **THE MEDIA** (ie: television and newspapers) need to put less emphasis on sports figures and give successful women a chance! Advertisements need to reflect reform as well.
- **EDUCATORS** and the resources they use, also need to increase students' knowledge of both male and female role models. Stop the stereotypes and give everyone an equal opportunity to learn.

Reform is never easy, nor is it an overnight process. Nevertheless, it must be done!

References

Anonymous, "Caught in the web of survival vs: harassment." Women Friendly Workplace Campaign Speak out. May 17, 1997. http:www.now.org.\ (August 21, 1997).

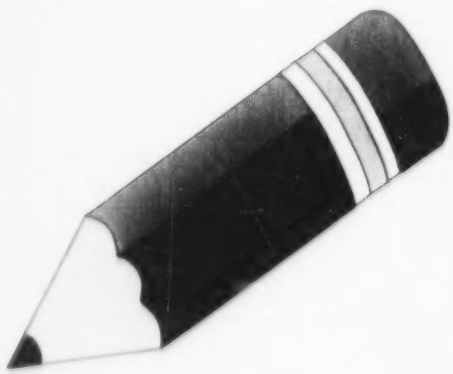
"Female of the Species" Success September 1997: 104

Walsh, Mary Ann. "Television's women. (Underrepresentation of female role models)," America, Vol 1774, No 8, 1996

"Want to tell your Representatives what you think? Here's how." Contra Costa Times August 10, 1997 Sec. F: 12.

Additional Resources

National Women's History Project
7738 Bell Road
Windsor, CA 95492-8518
Phone: (707) 838-6000
Fax: (707) 838-0478



National Organization For Women
http:\\www.now.org.\

Appendix

Answer the following questions to the best of your ability.

1. Male Female (Circle the one that applies to you)

2. In your opinion, what is a role model?

3. Can you name any potential women role models? List as many as you can.

4. If you could not, or had trouble answering number 3, why was that?

5. If you are a female, pick one role model you would most like to be. Who would it be? What makes them special to you?

6. When you think of a great person is it usually a male or female?

7. Are there more boy or girl role models? Explain your answer.

8. What do you want to be when you grow up? Who influenced this?

THE ISSUE OF

C LOR:

MUST IT BE...

BLACK

OR

?

BY: Nancy Sherwood, Melissa Johnsen, David Bond,

Karin Compise, and Alex Nelson

BEST COPY AVAILABLE

High School Diploma

Good Work

This certifies that Bart Dillweed is functionally illiterate,
but can fully understand other cultures.

Signed California Board of Education

By: Alex Nelson

A SHADE OF GRAY

Multicultural education has its roots in the 1960's as a tool to assimilate immigrants in what many believed to be America's "melting pot." Over the years, it has evolved in the classrooms as an attempt to meet the diverse academic needs of students. The goals are twofold: improving academic achievement and facilitating increased sensitivity to cultural differences in an attempt to reduce bias. Recently, its merit in the classroom

"The key is to appreciate and accept other cultures…not to learn to discriminate and separate."

Karin Compise

has come under intense scrutiny. Opponents or Universalistic educators argue that by calling attention to unique cultural and ethnic qualities, educators may be creating rift between students that were not previously there. Schools should be institutions of pure intellectual pursuit. Those in favor of multiculturalism remain steadfast in the belief that success in the classroom, as well as life, had primarily to do with issues that are socially imbued, which influence early attitudes and abilities. The direction our educational

"RACIAL DIFFERENCES AMONG ETHNIC GROUPS ARE SLIGHT. WE ARE 95% THE SAME AND 5% DIFFERENT."

DAVID BOND

system moves in may not lie totally in either argument. It seems appropriate that this issue does not become **BLACK** *or* **WHITE**. Multiculturalism does seem inevitable. Our society is not color blind, so our classrooms could not possibly be. The answers might be found in a modification of the current philosophy, a "GRAY AREA" or middle ground not previously explored.

This "gray area," as we see it, is just a modification of the current multicultural and universal curriculum. The goal of education is to prepare students effectively for life in our society. Educators should use the diversity in their classrooms as a tool to accentuate and highlight our inherent similarities.

"...LET US MAGNIFY OUR SIMILARITIES BY DEMAGNIFYING OUR DIFFERENCES."

NANCY SHERWOOD

BEST COPY AVAILABLE

BLACK

Multicultural education must teach children to respect all different cultures using a diverse curriculum which includes women, minorities, non-western cultures, and sexual preference.

GRAY

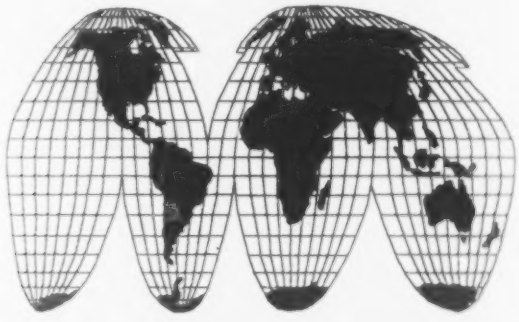
This "gray shade" of education would include students acquiring the knowledge and respecting the differences among other genders, races, cultures, and sexual preferences, but learning that despite those differences, all people must be pointed out for every difference; diversity can be a tool to accentuate similarities. The ultimate goal of this "gray shade" would be to eliminate racism through identifying and changing individual attitudes and behaviors that contribute to racism (1996 Curriculum Branch).

WHITE

Universalistic education must ignore all issues of race, gender and sexual preference in a classroom through the absence of a diverse curriculum in order to emphasize all class time to teaching the basics and giving children a sense of totality and unification.

BEST COPY AVAILABLE

Ostensibly we cannot detach ourselves from issues which arise because of our diversity. The classroom often serves as a microcosm of society. These differences can be utilized to accentuate similarities and reduce fear. It is paramount that we are able to address the issue of multiculturalism sensitively and hopefully equip students with the ability to tolerate our diverse population.



"The root of teaching this "GRAY SHADE"
lies purely with the teachers. It is
critical that they stay informed and
truly believe in what their students can
do and accomplish."

Melissa Johnsen

SUGGESTIONS for TEACHING:

**Multicultural curriculum must teach the core democratic values that make it possible for people of many different backgrounds to live, work, and make decisions together peaceably (Ethnic Conflicts in Schools).*

1. Use state adopted curriculum to avoid conflicting curriculum among individual sights.
2. Emphasize the idea of students working together rather than just facts and details.
3. Follow up is important or the lessons become events.
4. Integrate problem solving skills as an important part of lesson plans.
5. Stay informed of current social issues that effect the population within their classroom.
6. Be flexible and understanding of different multicultural issues.
7. Focus on cooperative learning: have students work with different gender, race, and socioeconomic backgrounds.
8. Attend diversity training.
9. **HAVE FUN!!!**

REFERENCES

The American Biology Teacher (May 1997). BioQUEST Library: *Tools for learning science as a way of knowing.* The Press Project.

Caudron, S., & Hayes, C. (1997). *Are diversity programs benefiting African Americans?* Black Enterprise.

Lawrence, S. M. (1997). *Beyond race awareness: White racial identity and multicultural teaching.* Journal of Teacher Education, 48 (2).

On-Line (1996). BC EST Curriculum Branch. Maintained by: English Arts Coordinator.

Weld, J. (1997). *Viewpoints: Universalism and multiculturalism in science education.* The American Biology Teacher, 59 (5).

Ethnic conflicts in schools (1996). *Resolving and avoiding conflicts.* Chapter 5.

THE HUMAN RACE

BI-RACIALISM IN AMERICA

by
Rosalie Urtasun, Alfonzo Aguilar,
Diane Montoya, Dawn Smith
and
Jolene Stevano

In 1997, Tiger Woods became the focus of a media frenzy that declared him the first Black golfer ever to win a major Tournament. Interestingly enough, Tiger does not identify himself as a black man. Being of mixed race, he humorously refers to himself as "Cabalasian", a mixture of his numerous racial heritages. His refusal to identify himself as others want to see him, has stirred controversy within the black community.

"...when people see him(Tiger Woods), they see a black face, they see a black man."
- The Oprah Show (1997)

Why do we feel the need to identify persons neatly in one particular ethnic category? When Tiger, and his father Earl Woods, gave an interview on the Oprah Winfrey show, Oprah, herself, raised the issue and asked the following, "Although he may call himself Cabalasian, when people see him, they see a black face, they see a black man. How did you raise him to believe that he was of what race and belonged to what race?" Earl Wood's response: "The Human Race."

We live in a country where ethnic diversity is everywhere, and this diversity is reflected in our schools. According to Morrison & Rodgers, however, "One group in the child care and school age population that receives little attention, in terms of its diversity, is biracial children" (1996). Do

multi-racial students encounter the same pressures as a celebrity golfer to conform to one ethnic group's standards over another? It seems that the answer is yes. Beginning with school registration, forms request that the child be classified according to Black, White, Hispanic, American Indian, Asian, or Other. According to Reddy, "forms usually offer the option of "other", but officialdom--as represented by the Census, day-care applications, medical records, all following the lead of federal government--does not recognize "biracial" as a category, nor does it allow one to choose more than one category" (1994).

Why are we as a society "made uneasy by people who don't appear to fit neatly into the category in which they belong in ordinary social usage" (Reddy, 1994)? This certainly has implications for the multi-racial student if the teacher shares this unease. What about peers, fellow students who make up the majority of the school population with which multi-racial students spend their school hours? In an interview with two multi-racial girls, they repeatedly expressed their sense of frustration at not fitting in with either group completely.

Briana Rachal, an eighteen year old female, was born to a black mother and a white absent father. She was initially raised by her mother, but at a young

On being biracial: "It would be easier to be one or the other. It's like you have to choose, one way or the other."

-Briana (18 years old)

age was placed in foster care and subsequently adopted by a Black family. Briana, when asked by others the eternal question, "What are you?", says she usually responds that she is Black and White, although at times will simply identify herself as Black. When questioned about the situations in which she identifies herself as Black, she was unable to identify the circumstances that precipitate the switch.

Cherise House, an eleven year old female, was born to a biracial mother (black and American Indian) and a white, also absent, father. She has been in foster care for many years now, with placements in different Black homes. Currently, she resides with the same Black family that Briana was adopted into. Cherise answers the question, "What are you?" by saying that she is Black.

Biracial children are bi-cultural, but these children are not likely to have equal exposure to both cultural heritages. When addressing the socialization process, the fact that these children have a dual heritage, should be acknowledged. Educators must provide an environment where children in this circumstance understand themselves and their families in order to enhance or build their self-confidence. Educators must also understand how the parents are rearing these children to terms of

ethnic identity. According to Morrison and Rogers, parents might identify their biracial children of black and white mix as African American, because they feel that is how society will "view" them. Some parents will take the humanistic approach where the child is neither black nor white, just human. A third way in which parents might rear their biracial children is to take an undivided front. Finally, parents should accept both cultural backgrounds. This technique is highly recommended. Teachers should welcome children of dual heritages and help them succeed by planning according to the way the children are reared.

-Most teachers inadvertently assume that children of Black and White parentage are black.

Dual heritage children need to feel a sense of both heritages. Without it children will not develop positively. Because we all want and are sometimes forced to identify with some particular group, it is important to know a little about all cultural groups. Once we know more about our own heritage, the better our society will be socially. Most importantly, when we come to the realization that we are all products of multiple heritages, we can overcome the negative stereotypes that are sometimes given to people of color.

-Biracial children have an ethnic identity, it is Black and White, a combination!

Teachers must take the appropriate steps to offer a broad curriculum for the students who are of dual heritages. Understanding this simple fact will

help educators encompass a wide spectrum of students and will decrease the anxiety in the classroom. Biracial children need to feel as though they are a part of our world. Helping these children understand and acknowledge where they come from will help them to advance culturally, socially, and educationally.

There is not much written about the situation and needs of the biracial student. It is definitely a disservice to these children that this area has yet to receive the attention it so justly deserves. The information, herein, will serve to stimulate interest in this subject, which will ultimately serve in the effectiveness of teaching to "The Human Race".

For Further Reading...

-Lazerre, J. Beyond the Whiteness of Whiteness. Durhan and London. Duke University Press, 1996.

-Gay, K The Rainbow Effect. Now York: Franklin Wetts, 1987.

References...

Reddy, M. T. Crossing The Color Line. New Brunswick: University Press, 1994.

Morrison, J. W. & Rodgers, L. S. "Being Responsive to the Needs of Children from Dual Heritage Backgrounds." Young Children. November 1996.

ISBN: 1-879774-12-7

©1997

ORDER FORM

Name _____

Address _____

City _____ State _____ Zip _____

All Orders Must Be Prepaid **No Refunds** **Please Print Above Information**

Make check payable to:
Carlos A.Bonilla
1020 N. Commerce
Stockton, CA. 95202

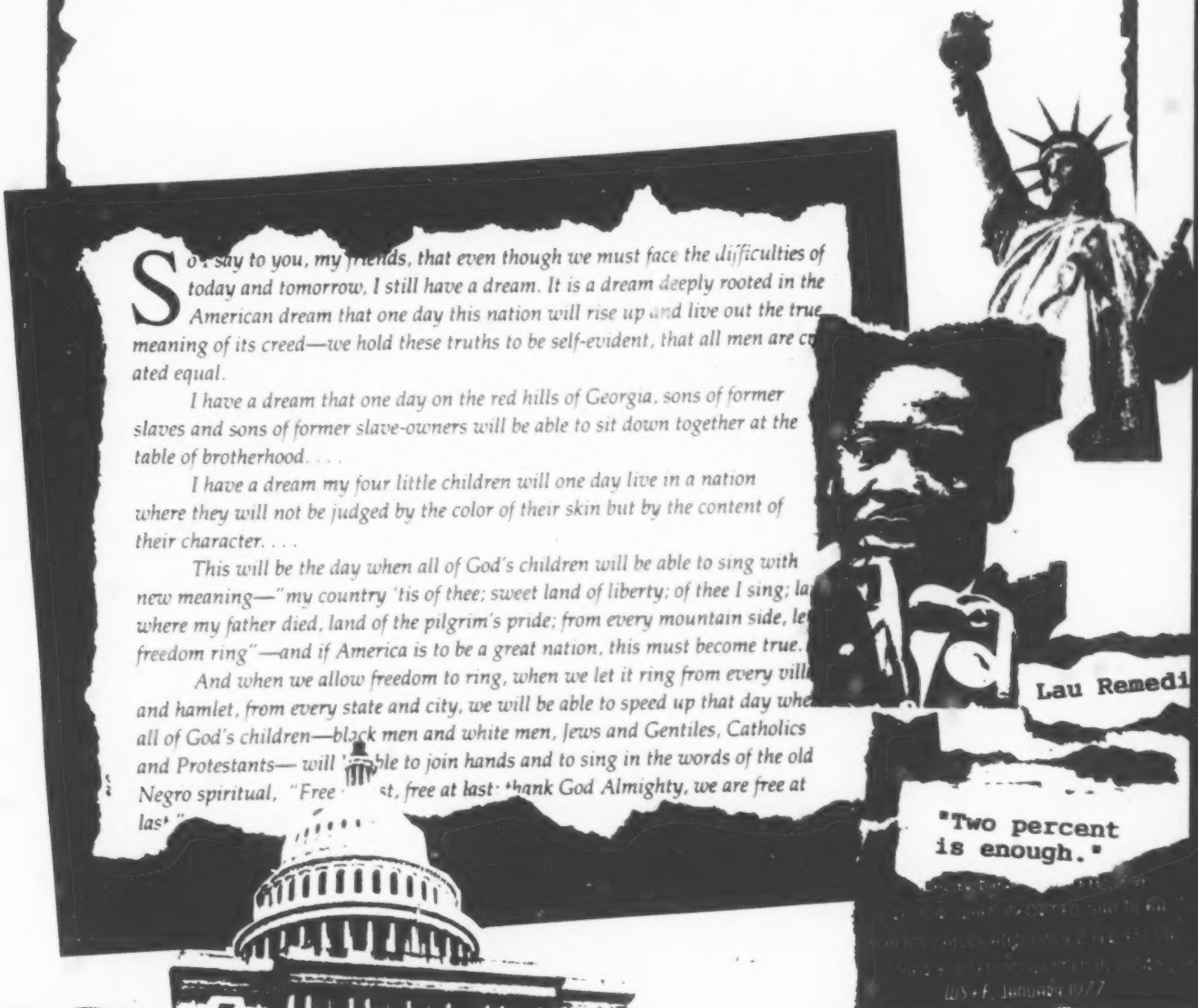
Please send me _____ copies at $23.95 each, postage/handling included.

TOTAL ENCLOSED $ _____

BEST COPY AVAILABLE

Teaching to Race, Ethnicity, and Gender

The Quest for Equality


So I say to you, my friends, that even though we must face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream that one day this nation will rise up and live out the true meaning of its creed—we hold these truths to be self-evident, that all men are cr ated equal.
I have a dream that one day on the red hills of Georgia, sons of former slaves and sons of former slave-owners will be able to sit down together at the table of brotherhood. . . .
I have a dream my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. . . .
This will be the day when all of God's children will be able to sing with new meaning—"my country 'tis of thee; sweet land of liberty; of thee I sing; la where my father died, land of the pilgrim's pride; from every mountain side, le freedom ring"—and if America is to be a great nation, this must become true.
And when we allow freedom to ring, when we let it ring from every vill and hamlet, from every state and city, we will be able to speed up that day whe all of God's children—black men and white men, Jews and Gentiles, Catholics and Protestants— will ble to join hands and to sing in the words of the old Negro spiritual, "Free st, free at last: thank God Almighty, we are free at las
Lau Remedi
"Two percent is enough."
WS+F January 1977
EQUALITY OF RIGHTS UNDER THE LAW SHALL NOT BE DENIED
THE UNITED STATES OR BY ANY STATE ON

SDAIE

BEST COPY AVAILABLE

ISBN: 1-879774-12-7

$19.95